

SC Annual School Report Card Summary

Easterling Primary School

Marion County

Grades: PK-2

Enrollment: 698

Principal: Angie Grice

Superintendent: Dr. Dan Strickland

Board Chair: Dr. Shawn Johnson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Good	TBD	TBD	D	N/A
2012	N/A	N/A	N/A	N/A	D	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATING OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
12	3	0	0	0

*Ratings are calculated with data available by 11/15/2013. Schools with Students Like Ours are Primary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PRIME INSTRUCTIONAL TIME

Our School	Median Primary School
90.6%	89.1%

STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
20.6 to 1	21.3 to 1

TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
48.9%	61.3%

TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
88.5%	90.0%

PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
100.0%	100.0%

DAYS OF PROFESSIONAL DEVELOPMENT*

Our School	Median Primary School
13.8 days	10.4 days

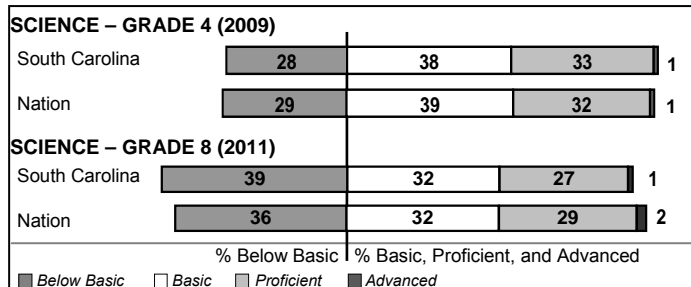
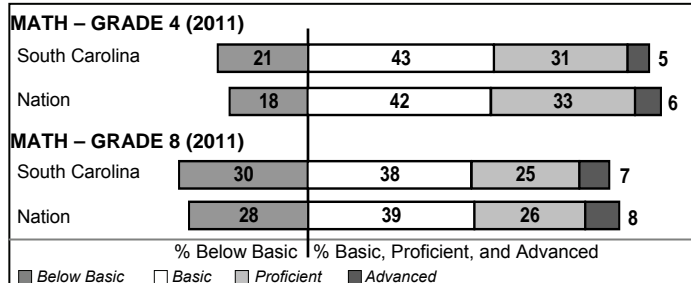
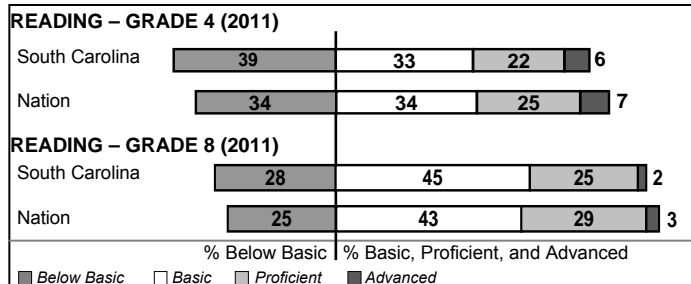
*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and Schools
	American Montessori Society
	National Association for the Education of Young Children

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Easterling Primary School [Marion County]

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=698)				
Retention rate	3.2%	Down from 3.7%	3.2%	2.3%
Attendance rate	95.3%	Down from 96.4%	95.1%	95.5%
With disabilities	10.1%	N/A	10.9%	10.4%
Older than usual for grade	2.1%	N/A	1.4%	1.1%
Teachers (n=47)				
Teachers with advanced degrees	48.9%	Down from 62.5%	61.8%	61.3%
Continuing contract teachers	66.0%	Down from 83.3%	82.4%	84.1%
Teachers returning from previous year	88.5%	Down from 93.0%	89.2%	90.0%
Teacher attendance rate	95.6%	Up from 94.6%	95.2%	94.9%
Average teacher salary*	\$42,457	Down 0.0%	\$47,351	\$47,358
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	14.4 days	Down from 16.9 days	12.0 days	12.5 days
School				
Principal's years at school	8.0	Up from 7.0	6.0	6.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.9 to 1	20.8 to 1	21.3 to 1
Prime instructional time	90.6%	Up from 90.2%	89.3%	89.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,503	Down 2.1%	\$7,325	\$6,939
Percent of expenditures for instruction**	71.0%	Up from 67.7%	68.0%	69.0%
Percent of expenditures for teacher salaries**	65.0%	Up from 64.2%	65.0%	66.0%
ESEA composite index score	62.8	Down from 63.2	77.8	85.3

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers
Number of surveys returned	52
Percent satisfied with learning environment	92.3%
Percent satisfied with social and physical environment	94.2%
Percent satisfied with school-home relations	80%

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Easterling Primary School, "Where Little People Do BIG Things," is home to approximately 850 students ranging from pre-kindergarten through second grade. With an instructional focus by dedicated staff and strong community support, this school continues to excel and be successful. Easterling has been recognized at the state and national level through awards such as a Palmetto's Finest School, a Red Carpet School, a Flagship School of Promise, a National Blue Ribbon School of Excellence, a National School of Character, and a National Bronze Level Healthy School. Several initiatives have influenced our successes this year including a renewed emphasis on the balanced literacy model for reading, a schoolwide focus on high frequency (sight) word recognition, and the use of achievement data to drive instruction and training needs for all staff.

The Wee Foxes have enjoyed another year of outstanding successes. This year we made great gains in our MAP data in both ELA and Math. We met our schoolwide goals in both first and second grades in both content areas. We credit collaboration among our teachers in planning teams with the new Common Core Standards and an increased focus in writing to these gains. Finally, our students benefited again this year with a healthy fruit or vegetable snack through a Food Service grant the school was awarded for the third year.

One challenge Easterling faced this year was an increase in student enrollment which created an increase in class size in our kindergarten classes. With this, came an increase in the number of discipline referrals due to increased class sizes and an increase in the number of bus referrals. A definite need for next year is to revisit the Positive Behavioral Incentive System (PBIS) to look at ways to reduce the number of discipline referrals both in the classroom and on the bus. Another need will be to continue to address the math needs schoolwide for our staff and students through professional development and curricular changes.

We always appreciate the generous support of our parents and community. It is crucial to the success of our students and school.

Kara Alford, SIC Chairperson
Angie Grice, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status